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ABSTRACT

The guide was written for use by Texas schools in planning media programs responsive to the school's educational goals and objectives as well as user needs and interests. Guidelines are offered for the full spectrum of learning resource center staff. A planning guide gives quantitative statements for four levels with the recommendation that schools determine the best level for their instructional situation and plan for the accomplishment of that level. (Author)

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Guidelines for the Development of Campus Learning Resources Centers

IR 000 989

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(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

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FOREWORD

The Guidelines for the Development of Campus Learning Resources Centers expands the role of the school library in a transitional step toward a statewide coordinated effort to access materials and services to facilitate learning. The broadened concept in the Learning Resources Centers is based on the assumption that all students, teachers and other educators are entitled to appropriate and convenient access to instructional resources and services for their education, personal enrichment, and economic and occupational well-being.

The guidelines offer suggestions to administrators, supervisors and librarians for initiating, developing and expanding the learning resources center program in elementary, middle and secondary schools. Practitioners, education service center personnel and Texas Education Agency staff have cooperated to identify the components of good learning resources center programs and to project the best current thought in developing such programs.

M. L. Brockette
Commissioner of Education

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Introduction

The Learning Resources Center (LRC) program broadens the role of the library to assist learners in developing skills to locate, evaluate, synthesize and use information in solving problems. To accomplish these objectives the campus LRC not only provides materials and services to the extent feasible but also access additional resources from district, regional, and state levels.

The Learning Resources Center (LRC) program supports and furthers achievement of the philosophy, goals, and objectives formulated by the school of which it is an integral component. Based upon a combination of resources, which include personnel, materials, equipment, facilities, and environments, as well as purposes and processes, the LRC program is planned to provide the most efficacious match of services and resources to satisfy the needs of pupils and teachers in the specific educational program.

This guide has been developed to assist local educators in evaluating and improving school learning resources programs in terms of planning, personnel, equipment, facilities, use of materials, and financial support. Throughout this guide several principles applicable to all schools are emphasized or implied. These are as follows:

- Each campus unit in the school system has the full complement of instructional personnel, resources, and services needed in accordance with the educational program and the number of pupils and teachers to be served.
- Use of services and resources by pupils, both on and off campus, is most effective when teachers plan with learning resources specialists for materials and specialized services.
- Resources provided by the community for its citizens which are available to pupils and teachers are not substitutes for services and materials which the school district should provide for each campus.
- A good learning resources program and adequate teaching and learning materials can be achieved only through the cooperative efforts of learning resources specialists, administrators, teachers, and pupils through long-range planning.
- Necessary financial and administrative support must be provided for any quality LRC program.

- The campus LRC is the base unit in the development of a comprehensive system for the provision of instructional resources to users and the level at which educational objectives are achieved.

- Materials reflecting the culture, language, and interests of individual users are included in the LRC collection.

- In alignment with the goals for public school education in Texas, the LRC supports and strengthens individualization of instruction and provides user access to information on curricular and personal interests.

The district unit supports and extends the campus LRC by providing services, materials, and equipment available from the district. Program development, materials and equipment acquisition, and facilities design for the campus unit are coordinated by personnel at the district level.

Regional education service center media components vary widely in the specific services developed to meet perceived and identified needs of local school districts within each region. The most commonly offered learning resources services include:

- Acquisition, production, and distribution of educational media such as films, slides, and audiovisual materials and the repair of projectors, reading machines, video and audio tape recorders.

- Circulation of resources in the Special Education Instructional Materials Center collection.

- Circulation of materials acquired for use in the crime prevention and drug education program.

- Circulation of materials purchased for use in school guidance programs.

Learning Resources Center Program

The instructional program of the school is based on identified goals and objectives and supported by a planned program for use of instructional resources. Teachers, students, and learning resources specialists participate in program planning which sets priorities for materials to be acquired and services to be provided, defines procedures for continuous evaluation of materials and services, and identifies strategies for dissemination of information on availability of materials and services.

Planning may emphasize the development, expansion, and implementation of existing or emerging service units such as:

- A traditional library unit with all types of media being circulated.
- A teaching unit emphasizing the development of student study skills, especially independent and personal study skills.
- A unit devoted to instructional development - involving educational technologists, media specialists, curriculum experts, production specialists, and regular teachers in the systematic adaptation and creation of instructional resources.
- A communication unit or core where facilities and specialists are provided to produce and distribute instructional resources of many forms to students and teachers. Perhaps it will be a television facility, a computer unit, a graphics facility, a film component.[1]
- The SERS[2] unit to serve handicapped children.

The effectiveness of any school LRC program is determined by the degree to which it provides materials and services identified as those needed for accomplishment of the school's educational objectives. Information for use by school staff members in LRC program planning is available upon request from the Division of Instructional Resources, Texas Education Agency. Guidelines for the establishment of the SERS is available from the Department of Special Education, Texas Education Agency.

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[1]Educational Resources and Techniques XII, (Fall/Winter, 1972), Pp. 30-34.

[2]Special Education Resource System

The LRC program serves pupils by:

- Making the LRC available to pupils during the school day and beyond as needed.
- Assisting in the location and use of materials and information.
- Organizing materials and equipment for easy access.
- Giving guidance in the production of materials to meet class assignments.
- Maintaining an atmosphere conducive to pupil utilization of materials, equipment, and services.
- Providing materials in a variety of formats for a wide range of ability levels.
- Encouraging independent study.
- Encouraging use of materials in pursuit of individual interests.
- Having lending procedures which encourage rather than restrict use of all LRC holdings.
- Acquiring materials appropriate to the learning styles and needs and interests of pupils.
- Delegating clerical duties so that professional assistance is available to pupils to the maximum degree possible.
- Encouraging growth in critical reading, viewing, and listening skills.
- Providing facilities and opportunities for individual, small group, and large group activities.
- Teaching the skills needed to locate and use all types of materials.

The LRC program serves teachers and others by:

- Organizing materials for easy access by staff and pupils.
- Providing collections to classrooms for instruction.
- Making access to materials easy through convenient and simple lending procedures.
- Offering information on materials available from the campus LRC, district, regional, or other sources.
- Maintaining a professional collection and promoting its use.

- Orienting the staff to the LRC and its services, and cooperating with the staff to provide instruction to pupils in study skills and in the use of specialized tools and subject resources.
- Cooperating with teachers in planning for instruction in the LRC.
- Assisting in the development of a materials selection policy.
- Promoting maximum utilization and integration of materials and services.
- Assisting in the production of instructional materials.
- Inviting suggestions for material and equipment purchases.
- Requesting information on pupil interests and abilities in order to fill pupil needs more adequately.
- Preparing bibliographies as needed.
- Informing teachers of new acquisitions.
- Utilizing Information Retrieval Program through the education service center Special Education Instructional Materials Center (SEIMC).

The LRC resources include personnel, materials, equipment, facilities, and environments. The planning process involves teachers, pupils, administrators, and the LRC staff in identifying and prioritizing services desired in a particular school. Based on the school's philosophy, goals, and objectives, the planning process seeks to produce the best possible match of services with the available resources. Program evaluation requires continuous identification and appraisal of the contacts or interactions among pupils and program resources in order to determine the extent to which such contacts facilitate or impede the attainment of objectives.

This LRC program concept emphasizes personal interactions among members of the learning partnership: pupils, teachers, administrators, LRC staff and parents. LRC personnel seek more effective linkages between content and context, purpose and procedure, pupil and society.

The district program supports the campus program and has responsibilities which include assistance in:

- Application of all forms of telecommunications to the campus instructional program.
- Development and production of instructional materials.
- Design of LRC facilities.
- Organization of continuing education for staff in all aspects of LRC development.
- Circulation of resources available from the district collection.

. Implementation of a public information program.

. Determination of criteria for selection of equipment.

Resources

Each campus unit provides a variety of materials and equipment and information about available resources to support and enrich the instructional program. The following paragraphs describe the kinds of printed and audiovisual materials and equipment which are readily available for each campus, and include suggestions for providing information about other resources available for use in the instructional program.

THE CAMPUS COLLECTION

The LRC collection includes materials and equipment that:

- Provide for instructional needs.
- Are appropriate in type, content, and level of difficulty to facilitate learning.
- Are developed, selected, and evaluated by learning resources specialists, teachers, and students.
- Provide information of interest concerning local events, persons, organizations, occupational opportunities, history, and folklore.
- Are supplemented from district or regional centers when special requirements or excessive costs make this arrangement more advantageous.
- Have been preprocessed to free LRC staff from repetitious routines.
- Are available to users at any time during and beyond the hours of the regular school day.
- Provide for individual needs of children in special programs.

Each campus unit has:

- A basic book collection appropriate in subject and quantity for the users it serves.
- Audiovisual materials such as filmstrips, slides, transparencies, recordings, films, maps, globes, charts, art objects, models, and realia to provide alternative approaches to learning.
- A collection of professional books, audiovisual materials, and periodicals on instructional development, methods of teaching, guidance, child growth and development, and items of general educational interest.
- Equipment for using audiovisual materials, and for duplicating, processing, and producing materials.
- Local, regional, and national newspapers offering various editorial viewpoints.
- Pamphlets and pictures relating to current issues, various curriculum areas, and including college catalogs, career information, and guidance materials when appropriate.
- Periodicals supporting the curriculum of the school and reflecting the culture, interests, and grade levels of the pupils.
- An index to instructional materials and equipment on the campus which are available through departments such as science and science laboratories, reading and reading laboratories, foreign language and language laboratories, vocational, industrial arts, music, drama, journalism, and other instructional areas.
- Teacher-made materials unique to the school.
- Information and/or vertical files containing items of local or current interest.

Selecting and Evaluating Materials and Equipment. The selection of materials and equipment is the cooperative responsibility of the LRC staff, faculty, and other school personnel. Specialists in the school system provide guidance and assistance. The LRC director has the responsibility of coordinating purchase requests.

- The needs of the instructional program and of the pupils are determined and checked against present LRC holdings before materials and equipment are selected for purchase.
- Each campus unit has in effect an on-going plan throughout the year whereby the faculty and others cooperate with the LRC staff in evaluating and selecting materials and equipment.

- The LRC collection is evaluated periodically in terms of needs of pupils, teachers, and the instructional program.

- The latest editions of appropriate selection tools are available to aid in the selection program.

- The school and/or school system has written policies and procedures, approved by the Board of School Trustees, concerning criteria for selection and procedures for screening materials. A desirable guide is the American Association of School Librarians' Bill of Rights.

Using Community Resources. All communities have resources which can enrich the school's instructional program when they are used wisely. The LRC in each campus unit maintains a card file or index to community resources available to pupils and teachers. These resources include:

- Other libraries in the community available to pupils.

- Places of interests which pupils may visit.

- People in the community who are willing to visit the school occasionally and share their interests, knowledge, and experiences with pupils and teachers.

- Community activities in which pupils may participate.

Use of community resources is carefully planned and governed by administrative policies.

Organizing Materials and Equipment. The following are some basic principles to consider in organizing materials:

- Materials are organized according to standard procedures so that teachers and pupils can locate them independently and easily.

- Organizational and processing techniques are kept as simple as is consistent with efficiency, accessibility to materials, and with long-range expansion.

- Schools that cannot provide the services of a full-time resources specialist cannot be expected to attempt complete cataloging of materials except through use of commercial processing or central processing in the school district or region.

- The use of a jobber who provides commercial processing is worthy of consideration.

In maintaining a collection of materials and equipment, the resources specialist, administrators, and others are aware that:

- Materials no longer useful should be discarded.
- Under the most efficient supervision, there will be some loss of materials and some damage to them if they are being used to the fullest extent.
- Publishers are now providing many of their books, especially those to be purchased by schools, in sturdy library bindings. These are usually not discounted but are worth the extra cost. Certain types of books that receive heavy use should be ordered in reinforced bindings if library editions are not available.
- Materials and equipment should be kept in good repair at all times.

The physical arrangement of materials and furniture is a matter for the local school to decide in accordance with user needs. A general arrangement made as attractive as possible and providing for easy access and efficient traffic flow is desirable for maximum center effectiveness.

Maintaining Records of Materials and Equipment. An inventory of books, audio-visual materials and equipment is taken annually, if feasible, and results reported to the administrator. Where the staff member in charge of the LRC does not have adequate time or clerical help to make a complete inventory of materials annually, it is preferable to inventory only a part of the collection each year rather than close the LRC the week before school is out in the spring or the week after the fall term begins. A continuous inventory of SERC materials should be kept, if possible.

Records are kept systematically by each campus unit and show:

- The total amount spent during the last school year for books, magazines, newspapers, and other printed materials, for audio-visual materials and equipment, and any other materials purchased through the LRC for the school.
- The total number of each kind of material including books added to the basic collection, the number lost and discarded, during the school year.
- Each item of equipment.
- Materials on extended loan to particular classrooms or to departments.

It is advisable to keep invoices for materials and equipment purchased for a period of three to five years.

Administering the Learning Resources Center - Policies and Procedures. Each school district should have written policies concerning:

- The selection, screening, and evaluation of materials acquired.
- The acceptance of gifts for the library or resources center.

The book drive as a means of expanding a school's basic book collection should be considered with caution as materials acquired in this way often do not meet the needs of users and are not appropriate for the instructional program. The burden of disposing of unusable materials generally outweighs the value of a few worthwhile acquisitions.

Acceptance of gift collections of books which the donor expects to be permanently on exhibit should also be considered with caution. Few schools can afford to provide space for a collection, however rare and valuable, which cannot be used normally as other materials provided for users.

THE DISTRICT COLLECTION

Materials made available from the district collection include:

- A more extensive collection of professional and curriculum related books, periodicals, and pamphlets than is available at the campus unit.
- Television and audiovisual materials and equipment.
- Instructional materials produced or developed at the district center.
- Special items or collections too expensive for purchase for each campus.
- District SERS collection.

THE REGIONAL COLLECTION

Available from the education service centers are those special materials and services not accessible from either the campus or district units. Examples include films and other audiovisual materials for general instruction as well as materials for such special programs as crime prevention and drug education, guidance, special education, and career education.

Facilities

The LRC is atractive with adequate space, functional furnishings to accommodate age and maturity level of pupils, and proper control of lighting, sound, and temperature, a place where pupils and teachers may enjoy reading, listening, and viewing materials for instructional assignments or for pleasure. Planning for the LRC facilities includes consideration of both new and remodeled quarters since constant change in program emphasis, curriculum design, pupil population, and new technology create a need for changes in facilities. Basic principles to be considered are:

- LRC quarters are planned cooperatively by the architect, the LRC director, the building principal, learning resources specialist(s), other staff, and pupils in accordance with the school's educational philosophy, scholastic enrollment, and instructional program.
- The LRC is located for easy accessibility to all classrooms, is acoustically treated, and is as far away as possible from the gymnasium, cafeteria, playground, shops, band and orchestra halls, and bus-loading and other areas where a certain amount of noise is inevitable.
- Schools with educational programs based on pupil access to materials during evenings and summers will plan the facility so that building use can be restricted to the LRC.
- Schools with increasing enrollment plan quarters so that expansion is possible without radical structural changes.
- Areas within the LRC and any departmental or special collection centers are planned for optimum functional relationships.

The campus LRC provides areas for:

- Circulating books, audiovisual materials, and equipment.
- Listening, viewing, reading, and browsing by individuals, small groups, and large groups.
- Shelving books and audiovisual materials for user convenience.
- Storing audiovisual equipment.

- Processing acquisitions as required.
- Storing supplies for processing or producing materials.
- Shelving current periodicals as well as indexes and back issues maintained for reference (with readers and reader printers if magazines are kept in microform).
- Producing instructional materials by staff and pupils.
- Utilizing dial access systems, closed circuit television, and broadcast radio or television as required.
- Housing the professional collection.
- Displaying new materials and promotional or special interest items.
- Shelving special collections such as reference and reserves.
- Accommodating various size groups for instruction.

Designing for new or remodeled LRC facilities takes into consideration:

- The size of the materials collection.
- The kinds of materials and equipment to be maintained in the LRC.
- The extent to which instructional resources will be produced in the LRC.
- Expansion based on projections for the future.
- The type of instructional program, including services, to be provided.
- The number and type of individual study stations, small group activity areas, and classroom(s) accommodations for LRC related instruction.

No single facility design can be prescribed for all schools. Nor can a single design for schools of similar size, grade level, or course offerings be recommended. Decisions on areas and interrelatedness of areas must be made to reflect the unique needs of each educational unit.

Financial Support

The Board of School Trustees budgets and spends annually the amount of money necessary to operate a planned library/LRC program for the entire school district. The amount allotted each campus unit depends upon the number and kinds of materials and equipment needed for the instructional program and upon the enrollment.

The following are some basic principles to consider in financing the program:

- The school board recognizes and assumes responsibility for financing an adequate library/LRC program.
- Funds provided from external sources such as the Parent-Teacher Association and by individuals extend the resources and services of the LRC.
- Payment of fees by pupils for the support of the program is not recommended. This does not, however, preclude collecting fines for overdue materials or a payment for lost materials.
- The annual budget and expenditures for each campus unit are planned by the principal and the learning resources specialist (librarian) in cooperation with teachers and other staff members.
- Schools that have special priorities such as developing a bilingual curriculum, special education program, individualizing instruction, and caring for gifted/talented students will require more resources and services than others.
- The budget for the IRC program is based on the school's goals and objectives and utilizes some system of accountability for cost/effective analysis.

Annual Expenditures

In preparing the annual budget for instructional resources, each of the following items should receive separate consideration:

- Books.
- Subscriptions to magazines and newspaper.
- Encyclopedia sets and unabridged dictionaries.
- Multiple copies of instructional materials for use in classrooms.
- Professional books and journals for teachers and other staff members.
- Media/audiovisual materials (purchase and rental).
- Audiovisual equipment (purchase and maintenance).
- Other equipment when needed such as card catalog cabinets and charging desks.
- Supplies for processing materials.
- Rebinding books.
- Supplies for instructional material production.

A precise figure expressed as a per pupil cost can be estimated only after each of the above items has been established separately and the entire list totaled.

The Basic Book Collection. After a campus unit has identified and acquired a basic book collection, the school board will need to budget and spend the average purchase price of one title per pupil per year, exclusive of encyclopedia sets and unabridged dictionaries, with a minimum expenditure of $600.

A Basic Audiovisual Materials and Equipment Collection. After a basic audiovisual collection has been acquired, an amount equivalent to the purchase cost of one book per pupil is allocated for the purchase of materials and equipment. Additional funds are needed for their maintenance. The amount is sufficient to maintain and replace equipment and to keep materials clean and repaired.

Magazines and Newspapers. An amount necessary to cover the cost of the number of titles recommended in the section on materials is budgeted annually. Since subscription prices vary to a great extent, it is impractical to estimate an average cost. The budget for grades five and above includes a sufficient amount for an annual subscription to a general periodical index and the acquisition of back issues of periodicals in microform.

Encyclopedia Sets and Unabridged Dictionaries. An amount is budgeted that will enable the LRC to have at least two sets of encyclopedias copyrighted within the last five years and maintain only those sets with copyright dates within the last ten years. Sets with varying levels of difficulty and subject emphasis are more desirable than multiple copies of a single title. Classroom sets are purchased from a separate budget. Unabridged dictionaires are replaced as frequently as appropriate.

Multiple Copies of Printed Materials. The amount of money per year for such supplementary materials is ascertained on the actual cost of the items to be purchased.

Supplies. The budget provides for LRC supplies. An amount equivalent to five to ten percent of the LRC budget is recommended.

Rebinding of Books. The budget provides for rebinding of books. An amount equivalent to 10 or 15 percent of the budget for books is recommended.

Professional Materials. The number and kinds of professional books and journals needed vary according to the size and needs of the teaching staff and the instructional program. Four to 10 dollars per staff member is recommended. The smaller the staff, the larger the per teacher amount will need to be.

Financing the Program in the New School

The learning resources (library) program in the new school needs the same services and resources as one already established; however, it may take several years to acquire the full quota of resources after the new school is built. Since the program is closely related to each instructional area, it is important that the program be ready to function when classes begin in the new school. This will require financing of staff and materials when building plans are completed.

Six percent of the district's average per pupil operational cost should be spent annually per pupil to maintain an up-to-date collection of materials and equipment. This total is apportioned to campus collections and district collections according to program needs and desired learner outcomes. This budget is intended for the purchase of materials, (preprocessed when possible), equipment, and rental fees or contractual arrangements for use of materials and equipment not owned by the district. Not included are remodeling, textbooks, collections for new schools, general school supplies, salaries, and laboratory equipment. A precise figure can be expressed only after each of the items listed above has been considered separately in the planning, budgeting and the entire list totaled.

Learning Resources Staff

The effectiveness of the learning resources program is dependent upon an efficient staff of adequately prepared personnel, both professional and supportive. The size of the staff of both district and campus centers is determined by the curriculum, number of users, quantity of materials and equipment, and location and design of facilities.

The professional staff members, serving as learning resources specialists at the campus level, have had appropriate preparation which includes the librarian's certificate or other State approved certification credential or qualification as a learning resources specialist. Learning resources specialists, serving in administrative and leadership positions at the district level, have had additional preparation which includes: (1) the professional librarian's certificate or other State approved certification credential or qualification as a professional learning resources specialist and (2) the supervisor's certificate or other State approved credential or qualification to serve as an instructional officer.

Differentiated staffing that provides a full range of professional, technical and clerical competencies is necessary to implement a learning resources program. Responsibility for the development and implementation of the program, either at the campus level or at the district level, must be assigned to one professional who shall be designated as the campus LRC director or the district LRC director as the case may be. Additional professional staff members at the campus level or the district level are designated as learning resources specialists. This section describes the competencies and duties of learning resources specialists and supportive personnel at campus and district levels. The size of the campus or district will determine the number of staff members which might include:

- District learning resources director.
- Campus learning resources director.
- Learning resources specialist.
- Special education materials specialist.
- Instructional media aide.
- Clerical aide.

- Volunteer
- Classroom teacher.

The District Learning Resources Director

The district learning resources director constantly maintains current awareness in communication theory, trends in learning resources practices, new technological development, management practices, and curriculum design. The director cooperates with staff members of public, academic and special libraries serving students in the district and participates in professional organizations at the local, state, and national levels. The director gives professional consultative services to interpret the school learning resources centers to individuals and to community groups and works to achieve effective utilization of resources and services available from the regional education service centers. The director is a specialist who has successful school experience in a unified instructional resources program.

The district director is a learning resources specialist who is competent in:

- Selection, supervision, management, and evaluation of learning resources center personnel and programs.
- Application of regulations governing use of local, state, and federal funds.
- Interpretation of data.
- Application of principles of communication, curriculum, instructional design, and materials production.
- Interpretation of legal requirements in bidding, purchasing, building, and contracting procedures.
- Evaluation, selection, acquisition, organization, and utilization of materials and equipment aligned with the educational practices of the district.

The district learning resources director works closely with the superintendent and other administrative officers:

- Planning, evaluating, funding, and staffing the school district's learning resources program.
- Directing central acquisition and processing of materials and equipment.
- Planning for facilities design, staffing, and acquisition and organization of materials and equipment for LRCs in new schools.
- Preparing bulletins, newsletters, and other aids for transmitting suggestions for improvement of services and information about recent acquisitions.

- Maintaining a continuous program for evaluation of instructional resources, services, and equipment.

- Planning for professional growth and inservice education for learning resources staff and other school personnel through meetings, workshops, conferences, and special presentations.

- Selecting, organizing, circulating and encouraging effective use of materials and equipment in the district resources collection.

- Establishing criteria for the selection of equipment.

- Participating in the development of broad-based school curriculum and instructional design.

- Coordinating the use of television, computer assisted instruction, and other programs of print and audiovisual materials.

- Maintaining a public information program and preparing reports.

- Developing a collection of professional materials and accompanying services.

Campus Learning Resources Director

The learning resources program is administered by a professional who knows and understands the curriculum and who, because of a broad knowledge of learning resources, can assist students and teachers in the selection and use of media. The campus learning resources director participates actively in curriculum planning and development and is a catalyst for learning in the LRC and in the classroom. Working with pupils and teachers is recognized as a major responsibility. This is accomplished most effectively in an orderly and well organized environment.

The campus learning resources director is competent in:

- Curriculum development, teaching techniques, instructional design, and learning theory.

- Program management and materials organization.

- Leadership and administrative ability.

- Reading, viewing, and listening guidance.

- Evaluation, selection, acquisition, processing and minor maintenance of materials and equipment.

- Implementation of a basic resources program.

- Retrieval of information for students and teachers.

The campus learning resources director:

- Consults and plans with teachers on the appropriate use and convenient scheduling of materials for classroom instruction.
- Works with teachers in recommending and planning for user needs.
- Plans with administrators and teachers, individually and in groups, for effective use of LRC materials and facilities.
- Provides leadership in evaluating and selecting materials and equipment for purchase.
- Assumes responsibility for processing and organizing all LRC materials and equipment.
- Encourages pupil use of materials to satisfy class assignments.
- Accepts teaching responsibilities in pupil use of the LRC materials and as a resource person in classroom activities.
- Assists in the design and production of teaching materials not available from commercial sources.
- Coordinates use of community resources.
- Acquires materials not available at the local level through inter-institution lending.
- Provides user guidance in reading, viewing and listening.
- Prepares bibliographies of all types of materials.
- Assists teachers in integrating media with instructional assignments.
- Maintains appropriate lines of communication with the district LRC director.
- Incorporates district policies and procedures into the campus LRC program.
- Plans activities to stimulate pupil and teacher use of LRC materials and facilities.
- Maintains schedules for television programs and use of video taped programs.
- Keeps systematic records and data for program efficiency and evaluation.
- Notifies users of new materials, equipment, and services on a regular basis.

- Collects information about user interests and needs and routes relevant information and materials regarding those interests and needs to appropriate groups.

Learning Resources Specialist

Enrollment, curriculum, facilities, and materials and equipment are factors influencing the number of resources specialists necessary for program implementation. Subject area competencies are considered as staff members are added to ensure the greatest degree of support for the school's curriculum. Learning resources specialists with teacher certification in such fields as the social sciences, language arts, science, music, special education, and vocational education areas add depth to total staff proficiency. Schools having students of minority groups will consider the addition of staff members with skills in the selection and use of materials reflecting the culture of these minority groups.

Special Education Materials Specialist - District and/or Campus Level

Special education instructional materials and other program materials, purchased for the exclusive use of select students as prescribed by teachers of these identified students, may be housed and circulated in a variety of patterns within the LRC program. A specialist may be assigned responsibility for these materials. Such a person is:

- A generalist in the area of resources.
- Special education materials specialist having experience with handicapped children.

The specialist for special education materials exhibits competency in:

- Using an educationally diagnostic approach in matching instructional materials to the special learning needs of handicapped children.
- Cooperating with individuals working in the appraisal component.
- Conducting inservice education pertaining to materials, materials usage, and analysis of materials.
- Disseminating information concerning the latest instructional materials appropriate for handicapped children.

Instructional Media Aide - District and/or Campus Level

The instructional media aide does not assume primary instructional responsibility, but works under the direct supervision of the professional learning resources specialist. The instructional media aide provides support services to teachers and students in preparing and using audiovisual materials and in maintaining, using, and circulating audiovisual equipment. Special training is required to prepare the aide for the specialized services to be performed. These services include:

- Preparing displays, mock-ups, bulletin boards, graphs, charts, and other instructional aids.

- Duplicating transparencies, audio and video tapes, work sheets, tests, or other materials.
- Scheduling and operating equipment for teachers and students.
- Receiving, checking, and processing new materials and equipment.
- Maintaining equipment and materials.
- Requesting and scheduling use of materials from the district LRC, the regional media center, or other outside sources.
- Providing instruction and/or assistance in the operation of equipment.
- Assisting teachers and pupils in locating and using resources.

The training program for aides should be based on needs of the staff and pupils and should be organized so that needed competencies are developed.

Clerical Aide - District and/or Campus Level

As with the instructional media aide, the clerical aide works under the direct supervision of the specialist. The aide provides support services to the LRC staff as well as teachers in correlating materials with learner objectives and performs clerical work relating to the receiving and inventory control of equipment, books, and other materials. The aide is competent in the specific skills required to accomplish the tasks assigned. These tasks include:

- Typing letters, purchase orders, loan requisitions, and routine correspondence.
- Typing and filing catalog cards.
- Receiving, checking, and processing new materials.
- Assisting in organizing, scheduling, and circulating materials and equipment.
- Assisting users in locating and using materials and equipment.
- Shelving materials returned to the LRC.
- Assisting teachers and pupils in the proper use and handling of equipment.
- Maintaining files on materials, facilities, and personnel available from community sources.
- Working with pupils to maintain an orderly atmosphere.
- Mending and repairing materials and equipment.
- Assisting in the production of instructional materials.

- Keeping records for program improvement.

- Maintaining appearance of the center.

An inservice program for the development of competencies needed by the clerical aide should be a part of the continuing education effort of the school.

Volunteer

Increasingly, schools are becoming aware of the valuable assistance available through the use of volunteers, many of whom are highly skilled and possess competencies in a wide range of instruction related areas. Volunteers often prefer to contribute their services to the LRC's. Students, too, with time free from regularly scheduled routines, find the LRC a preferred area for service. Volunteer services are most beneficial when organized so that both the volunteer and the staff member are aware of the responsibilities of each. The volunteer:

- Works in cooperation with, and under the direction of, a member of the professional staff.

- Performs in accordance with written administrative policies which describe the volunteer program and define the limitations of responsibilities.

- Serves in a variety of ways according to abilities and interests, whether as a resource person in the community, a parent, or a pupil.

Contributions of the volunteer may include:

- Working with individuals, small groups, or large groups in the areas of subject specialization.

- Demonstrating the various arts, such as music, painting, sculpture, and drama.

- Telling stories or reading to children.

- Using story records, films, filmstrips, and tapes with children.

- Discussing professions, vocations, or hobbies with interested pupils.

- Assisting in such routine tasks as general housekeeping, processing new materials, simple mending, maintaining vertical files, making displays, and circulating and re-shelving materials.

The Classroom Teacher Responsible for the LRC

In very small school districts, the services of a qualified specialist may not be feasible. In this case, a classroom teacher is given time free from other duties to plan the program, organize materials according to simplified, standard procedures, and to provide some services which include:

- Assisting the principal and teachers in locating, selecting, evaluating, and ordering new materials and equipment.

- Assisting teachers in planning for teaching the use of the LRC and other instructional resources available to pupils.

- Assisting pupils individually in the use of resources when time permits.

APPENDIX A:

Planning Guide

Throughout the Guidelines for the Development of Campus Learning Resources Centers, emphasis is placed on the acquisition of resources and the provision of services appropriate to the school's instructional program. For example, schools located outside the viewing range of an educational broadcasting facility and not having sufficient local funds to invest in a local television production program, would ignore all levels related to television. Or, a school, because of unique programs, may choose to invest more heavily in audiovisual materials than in books. A logical approach to acquisition of materials and services is for each campus staff to determine the most desirable level for program effectiveness, compare this with the existing level, and chart a plan for the accomplishment of the desired level. Acquisitions should then be made according to program priorities.

Until such time as a school becomes proficient in identifying the resources and services most suited for its users and in making corresponding budget adjustments, the following quantitative statements are presented as suggestions to be used in LRC program planning.

Program

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Education Goals (Campus)	Not formulated	Discussed in generalities in staff meetings	Formally stated and available to staff and community	Function of LRC specified in formally stated goals
Priorities (Campus)	Determined by each staff member on a day-to-day basis	Informal agreement of campus staff	Specified	Specified with LRC services included
Needs Assessment (Resources)	None	By individual teachers in preparation for annual book-AV orders	Staff decision on needs for materials and equipment	Staff decision on needs with appropriate budget adjustment
Instruction Development	Use textbook only	Textbook supplemented by additional resources if the teacher desires	Textbook supplemented by many types of materials as needed by users	Same as LEVEL III with instructional systems developed as needed

The LRC staff works with teachers and students in providing services and resources as indicated in LEVELS II, III, and IV above.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Evaluation (of LRC program)	None	Informal	Formal with recommendations for change	Same as LEVEL III with accompanying budget adjustments
Inservice Education	District in-service only	Informal sessions with curriculum staff	Sessions held in response to recommendations from evaluations	Continuous study as determined by campus staff through program planning
Materials				
Selection Policies and Procedures	No policies - selected by individual(s) without overall planning	Informal book selection policy, LRC staff selects with recommendations from curriculum staff	Stated selection policy for all materials. Formal structure for staff participation in selection	Board adopted selection policies. Formal procedures for challenged materials. Structure for student and teacher participation in selection
Circulation	Books only. Limited number at specified times only	Books circulated when and in quantities needed during school day	Same as LEVEL II with AV materials circulated for in-building use during, before and after school	Same as LEVEL III with equipment circulated for in-building or home use - LRC open evenings and summers
Weeding	No policy-done irregularly	Campus policy-done irregularly	District policy-routine practice	Same as LEVEL III

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Records				
Inventory	No central list of resources	Shelf list (inventory) of printed materials	Central shelf list (inventory) of all book and AV materials	Same as LEVEL III plus equipment
Catalog	No catalog of books or other resources	All printed LRC holdings cataloged	All materials cataloged	Same as LEVEL III
Data Collection	None	Some staff time given to data collection	Partial data collection using School/ Media Data Collection Instrument*	Complete data collection using School Library/ Media Data Collection Instrument with Costing Matrix*

* Information is available upon request from Division of Instructional Resources, Texas Education Agency.

Resources

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Books	5 titles per pupil or 3000 titles whichever is greater	7 titles per pupil or 4,000 titles whichever is greater	5,000 titles or 15 volumes per pupil whichever is greater	At least 6,000 - 10,000 titles representing 10,000 volumes or 20 volumes per pupil whichever is greater

Books include reference, fiction, nonfiction, and paperbacks. This does not include textbooks nor multiple copies or titles purchased for department collections and used as texts.

Periodicals				
Elementary	10-15 titles	15-25 titles	25-40 titles	40-75 titles
Junior High/Middle School	25-50 titles	50-60 titles	60-75 titles	75-125 titles
Senior High	50-75 titles	75-90 titles	90-125 titles	125-175 titles

Periodicals include those that are curriculum related, that represent pupil interests, and that have divergent editorial viewpoints. A general magazine index is available for use with periodicals.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Newspapers				
Elementary	1 title	1 local and 1 state title	3-6 titles	3-6 titles
Junior High/Middle School	3 titles	4 titles	5 titles	6-10 titles
Senior High	3 titles	4 titles	5 titles	6-10 titles

When second and third newspaper subscriptions are added, local, state, and national publications are represented.

Pamphlets, clippings and miscellaneous materials				
Elementary	Pictures to support units of work	Pictures, study prints and pamphlets	Pictures, study prints, clippings, pamphlets	Same as LEVEL III
Junior High/Middle School	Beginning file of pictures and pamphlets	File including study prints, pictures, pamphlets	Same as LEVEL II	Same as LEVEL II with clippings added
Senior High	Same as Junior High/Middle School	Same as Junior High/Middle School	Same as Junior High/Middle School	Same as Junior High/Middle School

Information included in the pamphlet file is of local interest, on current issues not otherwise available in book form, career guidance, and college catalogs.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Filmstrips	Filmstrips available for use by teachers	500 titles available for teacher use	1000 titles - available to pupils and staff	1000 titles plus 2 per pupil available to pupils and staff

Specialized programs require additional titles and duplicate copies.

8mm films	_____	100 films	300 titles	500 titles or 1 1/2 films per pupil whichever is greater

Films are available for use by teachers and pupils

16mm films	Access to 100 titles	Access to 500 titles	Access to 1000 titles	Access to 3000 titles and duplicates as needed

Films are accessible either from the campus, district, or regional collections or through a rental arrangement.

Audio recordings	500 titles	1000 titles	2000 titles	2000 titles plus 2 per pupil

Audio recordings include disc, reel to reel, and cassettes. Access is from campus, district, or regional collections with frequently used titles available at the campus unit for use by pupils and teachers.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Slides	_____	500	1000	2000 with duplicates as needed

Slides are locally or commercially produced and are selected because of relevance for specific curriculum areas such as art, social studies, science, etc.

Graphic materials	Posters, charts	Art prints, posters, charts	Art prints, posters, charts, diagrams, etc.	Same as LEVEL III

If study prints are considered in the area of graphics, a LEVEL IV LRC will have 500 sets plus 4 per student. Other graphics, such as photographs, diagrams, graphs, etc. are included as needed for specific curriculum areas.

Globes				
Elementary	1 for each two teachers	1 for each teacher plus special globes in LRC	1 per teacher and 2 in the LRC plus special globes	Same as LEVEL III
Secondary	Available in LRC as needed in subject areas	1 per 10 teachers plus special globes in LRC	1 per 5 teachers with special globes in LRC	1 per 5 teachers plus special globes, models, relief maps and other representations in the LRC as needed for subject areas

Regional and special maps with duplicates as needed for all LEVELS

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Microforms	Microfilm and microfiche can be more compactly stored than can books and periodicals. School curriculum and access to readers are considered in determining quantity and subjects obtained in microform.			
Transparencies	_____	500	1000	2000
	Transparencies are commercially or locally prepared and may be detailed, with overlays, or very simple copies used in group instruction. Subjects are curriculum related.			
Textbooks	State adopted only (single adoption)	State adopted with multiple adoption and supplementary texts	State adopted with supplementary materials purchased from local funds	State adopted textbooks supplemented with total instructional system packages
	Textbooks, when managed by the head of the LRC program, are handled by an aide or clerical worker assigned this responsibility.			
Professional collection	Some periodicals and books	Periodicals organized centrally and easily accessible to teachers	All types of professional materials organized and housed in a special area for teachers where reading, listening, or previewing may be done	Same as LEVEL III
Other materials				
	All forms of programmed materials, models, games, realia, kits, art objects, etc., are made available according to the needs and budget of the school.			

Equipment

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
16mm Sound Projector	1 per campus	1 per campus	1 per 5 CTU* plus 2 per LRC	1 per 3 CTU plus 5 per LRC
8mm Projector	2 per bldg.	1 per 10 CTU plus 2 per LRC	1 per 5 CTU plus 2 per LRC	1 per 3 CTU plus 5 per LRC
2 x 2 Slide Projector with	1 per bldg.	1 per 20 CTU	1 per 8 CTU plus 3 in LRC	1 per 5 CTU plus 1 per LRC

Number of projectors in all instances is determined by program, number of slides available for use, and degree of utilization by teachers and students.

Filmstrip or Combination Filmstrip-slide Projector	El.-1 per 5 CTU Sec.-1 per 10 CTU	1 per 4 CTU 1 per 8 CTU	1 per 3 CTU 1 per 6 CTU	(1 per 3 CTU (plus 4 per LRC
Sound Filmstrip Projector	1 per bldg.	1 per 20 CTU	1 per 15 CTU	1 per 10 CTU plus 2 per LRC
10 x 10 Overhead Projector	1 per 10 CTU	1 per 8 CTU	1 per 3 CTU	1 per CTU plus 2 per LRC
Opaque Projector	1 per bldg.	1 per 30 CTU	1 per 20 CTU	1 per 20 CTU plus 2 per floor
Filmstrip Viewer	3 per LRC	1 per 10 CTU plus 2 per 10 CTU in LRC	1 per 5 CTU plus 1 per CTU in LRC	1 per CTU plus 1 per 2 CTU in LRC
Classroom Television Receiver	1 per floor	1 per 10 CTU plus 2 per LRC	1 per 5 CTU plus 2 per LRC	1 per CTU plus 2 per LRC

Number of television receivers is determined by user needs and availability of programs.

* Classroom Teacher Units

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Microprojector	1 per bldg.	1 per floor	1 per 3 grade levels or 1 per department	Same as LEVEL III
Record Players	El.-1 per 5 CTU Sec.-1 per 15 CTU	1 per 3 CTU 1 per 10 CTU	1 per 2 CTU 1 per 5 CTU	1 per CTU plus 1 per 5 CTU plus 5 in LRC
	Earphones should be provided for listeners.			
2 x 2 Slide Viewer	Available in building	1 per 10 CTU plus 2 per LRC	1 per 5 CTU plus 2 per LRC	1 per CTU plus 1 per LRC
Audiotape Recorder	1 per 5 CTU	1 per 5 CTU plus 2 per LRC	El.-1 per 3 CTU plus 5 per LRC Sec.-1 per 5 CTU plus 2 per LRC	1 per CTU plus 10 per LRC 1 per 5 CTU plus 10 per LRC
	Earphones are provided for audiotape recorders.			
Audiotape Playbacks	Available in building	5 per LRC	10 per LRC	6 in LRC for each 20 CTU
	Earphones are provided for use with audiotape playback equipment.			
Projection Screen	Available	1 per CTU	1 per CTU	1 per CTU permanently mounted with key-stone eleminator plus a variety of sizes in LRC
AM/FM Radio	1 per bldg.	2 per LRC	3 per LRC	3 per LRC

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Copying Machine	_____	1 per bldg.	1 per 40 CTU plus 1 per LRC	1 per 20 CTU plus 1 per LRC
Duplicating Machine	1 per bldg.	1 per bldg.	1 per 40 CTU plus 1 per LRC	1 per 20 CTU plus 1 per LRC
Micro-reader	_____	1 per LRC	1 per 10 CTU plus 2 per LRC	1 per 7 CTU plus 2 per LRC

Large schools will consider adding periodicals and other information in microfiche rather than, or in addition to, microfilm. Facilities include space for readers, reader-printers, and microfiche duplicating equipment.

Portable Videotape Recorder System	_____	1 per bldg.	1 per 20 CTU	1 per 10 CTU

Television — Television distribution system will be developed as determined by needs and availability of funds.

Projection Cart — Projection carts are available for use with equipment to be moved from the LRC for use in classroom or other areas.

Facilities

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Circulation Area	0-100 sq. ft.	100-300 sq. ft.	300-700 sq. ft.	800 sq. ft.

This includes sufficient space for the circulation desk unit, displays, copying equipment, a catalog (card or book) near the reference collection, and periodical indexes adjacent or convenient to current, back issues, and/or periodicals in microforms.

Viewing, Listening, Reading (V-L-R) Area	500-999 sq. ft.	1,000 sq. ft.	10%-15% of enrollment at 40 sq. ft. per pupil	15%-30% of enrollment at 40 sq. ft. per pupil

Sufficient space is allowed for tables and chairs; browsing; lounging; carrels wired for viewing and listening; traffic around circulation desk, catalog, stacks, vertical files, and other free standing or mobile equipment.

Small Group Viewing and Listening	0-120 sq. ft.	2 rooms (0-120 sq. ft. each)	3 rooms, 120 sq. ft. each	4-5 rooms, 120 sq. ft. each

Small group viewing and listening may occur in the main V-L-R area or in small rooms which can also serve as conference areas for small groups. Screens, accoustically treated surfaces, and sufficient electrical outlets and light control are provided.

Conference Areas	0-15 sq. ft. space provided, either in separate room or by arrangement of shelving	1 room, 150 sq. ft.	2 rooms, 150 sq. ft. each	3 rooms, 150 sq. ft. each

Movable walls make possible a more efficient use of space provided for conference areas. Light control, accoustical treatment, and wiring and outlets for use of projection and viewing equipment are necessary.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Classroom	None	Space available for class group	1 classroom	1 classroom, 900-1200 sq. ft.

The classroom is located adjacent or convenient to the reference collection and catalog, is equipped for audio and/or visual presentations, has tables and chairs suitable for class activities, including production, and can be used for shelving or housing infrequently used materials.

Administration	Space for desk	100 sq. ft. space available	Room 150 sq. ft.	150 sq. ft. per specialist

Small schools may combine workroom-storage-office areas. In larger schools a separate office is desirable. This area opens into the main listening-viewing-reading area and has glass panels making supervision easier. Larger schools have more than one room.

Work Space	Processing counter or equivalent	100 sq. ft.	200 sq. ft.	300-400 sq. ft.

All workrooms include adequate work space, with a carefully planned counter (18-24 inches deep) with vinyl or formica top and work-type sink, various sizes of storage drawers and cabinets, knee-hole spaces below the counter and open shelves above. A counter of two heights is desirable, especially where workroom and office are combined.

Equipment Storage and Distribution	100 sq. ft.	200 sq. ft.	300 sq. ft.	400 sq. ft.

Larger schools may plan for decentralization of equipment storage for easier access by users. Storage of equipment used in the LRC must be provided in the main storage area with adequate security provisions.

Maintenance and Repair	None	None	Space available	120-200 sq. ft.

Space may be located in the storage area. Where maintenance of larger equipment is not provided at the district office or by an outside agent, additional space is required.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Media Production Laboratory	Space available	200-400 sq. ft.	400-600 sq. ft.	600-800 sq. ft.

Space and equipment are determined by quantity and types of media produced. Provision is made for humidity and sound control when appropriate.

Dark Room	None	None	Space available	150-200 sq. ft.

Sinks with running water, electrical outlets, and light control are necessary when photography is included in the school's production program.

Professional Collection	100 sq. ft.	100-300 sq. ft.	300-600 sq. ft.	600-plus sq. ft.

Space for tables and chairs, previewing of print and audiovisual materials, and group meetings is provided in the area where the professional collection is housed.

Stacks	In main viewing-reading-listening area for Books Magazines Newspapers Filmstrips	Special stacks for Books Magazines Newspapers Filmstrips Transparencies Recordings Maps Globes Pamphlets	In addition to LEVEL II Slides Films Art Prints Study Prints Charts Posters Microforms Video Cassettes Models Realia Games Kits Manipulative Materials	Same as LEVEL III
Magazines and Newspapers	Shelving for current issues only	100-200 sq. ft.	200-400 sq. ft.	400 sq. ft.

Schools with copying equipment, microforms and readers and/or reader printers, as well as files of back issues of magazines provide space convenience to the Readers Guide. (See Circulation)

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV

Special Facilities

Computerized learning lab. The lab is a part of the LRC and has response capability.

Radio and/or television studio. These functions may be provided from the district center. If provided at the campus unit, sound and light control and storage for props, equipment and supplies is necessary. Facilities are determined on the basis of appropriateness for the school's program.

PERSONNEL

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Professional	One staff member for each 20 CTU (A part-time professional for schools with fewer than 20 CTU.)	1 per 500 pupils	1 per 400 pupils	1 per 250 pupils
Audiovisual Specialist	1 per 1,000 pupils	1 per 750 pupils	1 per 500 pupils	1 per 250 pupils
Clerical Assistant	1 per 1,000 pupils	1 per 750 pupils	1 per 500 pupils	1 per 250 pupils